

# AP Seminar

## End-of-Course Exam

### Scoring Guidelines

**Effective From 2017-18**

#### **ADDITIONAL SCORES**

In addition to the scores represented on the rubrics, readers can also assign scores of 0 (zero) and NR (No Response).

#### **0 (Zero)**

- A score of 0 is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.
- Scores of 0 are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

#### **NR (No Response)**

A score of NR is assigned to responses that are blank.

## AP Seminar Rubric 2017–18: End-of-Course Exam

Part A, Questions 1 to 3 Performance Levels					
Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
1	<b>UNDERSTAND AND ANALYZE ARGUMENT</b>	The response misstates the author's argument, main idea, or thesis.  <b>1 Pt</b>	The response identifies, in part and with some accuracy, the author's argument, main idea, or thesis.  <b>2 Pts</b>	The response accurately identifies the author's argument, main idea, or thesis.  <b>3 Pts</b>	<b>3</b>
2	<b>UNDERSTAND AND ANALYZE ARGUMENT</b>	The response correctly identifies at least one of the author's claims.  <b>2 Pts</b>	The response provides a limited explanation of the author's line of reasoning by accurately identifying some of the claims <b>AND</b> identifying the connections or acknowledging a relationship among them.  <b>4 Pts</b>	The response provides a thorough explanation of the author's line of reasoning by identifying relevant claims and clearly explaining connections among them.  <b>6 Pts</b>	<b>6</b>
3	<b>EVALUATE SOURCES AND EVIDENCE</b>	The response identifies little evidence. It makes a superficial reference to relevance and/or credibility but lacks explanation.  <b>2 Pts</b>	The response explains various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly.  <b>4 Pts</b>	The response evaluates the relevance and credibility of the evidence and thoroughly evaluates how well the evidence is used to support the author's argument.  <b>6 Pts</b>	<b>6</b>

Part B, Question 4 Performance Levels

Row	Content Area/ Proficiency	Low	Medium	High	Points (Max)
1	<b>ESTABLISH ARGUMENT</b>	The response misstates or overlooks a theme or issue that connects the sources. The response's perspective is unclear or unrelated to the sources.  <b>2 Pts</b>	The response identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.  <b>4 Pts</b>	The response identifies a theme or issue connecting the provided sources and presents a perspective that is not represented in one of the sources <b>OR</b> brings a particularly insightful approach to one of the perspectives <b>OR</b> makes a strong thematic connection among perspectives.  <b>6 Pts</b>	<b>6</b>
2	<b>ESTABLISH ARGUMENT</b>	The response's line of reasoning is disorganized and/or illogical. The response lacks commentary or the commentary incorrectly or tangentially explains the links between evidence and claims.  <b>2 Pts</b>	The argument is mostly clear and organized, but the logic may be faulty <b>OR</b> the reasoning may be logical but not well organized. The commentary explains the links between evidence and claims.  <b>4 Pts</b>	The response's line of reasoning is logically organized and well-developed. The commentary explains evidence and connects it to claims to clearly and convincingly establish an argument.  <b>6 Pts</b>	<b>6</b>
3	<b>SELECT AND USE EVIDENCE</b>	The response repeats or misinterprets information from at least two of the provided sources, or the information lacks relevance thereby providing little support for an argument.  <b>2 Pts</b>	The response accurately uses relevant information from at least two of the provided sources to support an argument.  <b>4 Pts</b>	The response appropriately synthesizes relevant information drawn from at least two of the provided sources to develop and support a compelling argument.  <b>6 Pts</b>	<b>6</b>
4	<b>APPLY CONVENTIONS</b>	The response contains many flaws in grammar and style that often interfere with communication to the reader <b>OR</b> the response incorrectly or ineffectively attributes knowledge and ideas from sources.  <b>2 Pts</b>	The response is generally clear but contains some flaws in grammar and style that occasionally interfere with communication to the reader. The response accurately attributes knowledge and ideas from sources.  <b>4 Pts</b>	The response communicates clearly to the reader (although may not be free of errors in grammar and style) <b>AND</b> the response effectively integrates material from sources into the argument (e.g., it is clearly introduced, integrated, or embedded into the text) and accurately attributes knowledge and ideas.  <b>6 Pts</b>	<b>6</b>